

**LATTA MIDDLE**  
602 North Richardson Street  
Latta, SC 29536

**GRADES** 6-8 Middle School

**ENROLLMENT** 405 Students

**PRINCIPAL** Martha W. Heyward 843-752-7117

**SUPERINTENDENT** Dr. John M. Kirby, Jr. 843-752-7101

**BOARD CHAIR** Harold Kornblut 843-752-5178

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 2    | 19      | 20            | 1              |

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Average                | Average                   | N/A                             |
| <b>2002</b> | Average                | Average                   | N/A                             |
| <b>2003</b> | Average                | Below Average             | No                              |
| <b>2004</b> | Average                | Average                   | No                              |

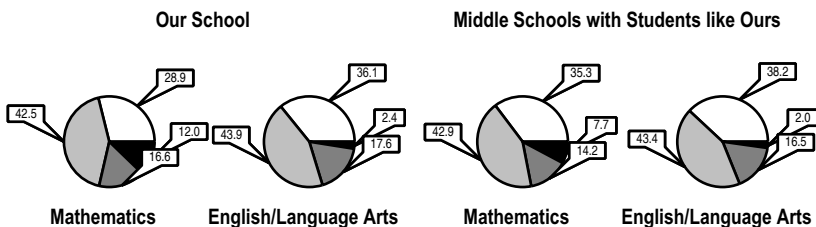
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 402   | 99.3            | 35.3                 | 44.2           | 17.8                | 2.7               | 28.8  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 211   | 100.0           | 43.9                 | 42.4           | 11.6                | 2.0               | 23.2  |                                      |  |
| Female   | 191   | 98.4            | 25.4                 | 46.2           | 24.9                | 3.5               | 35.3  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 208   | 99.5            | 25.0                 | 45.3           | 25.0                | 4.7               | 41.7  | Yes                                  | Yes                                    |
| African-American   | 180   | 98.9            | 45.5                 | 44.2           | 9.7                 | 0.6               | 15.2  | No                                   | Yes                                    |
| Asian/Pacific Islander   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 6   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 8   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 356   | 99.7            | 32.2                 | 45.8           | 19.3                | 2.7               | 31.3  |                                      |  |
| Disabled   | 46  | 95.7            | 61.5                 | 30.8           | 5.1                 | 2.6               | 7.7   | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 402   | 99.3            | 35.3                 | 44.2           | 17.8                | 2.7               | 28.8  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 402   | 99.3            | 35.3                 | 44.2           | 17.8                | 2.7               | 28.8  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 276   | 99.3            | 44.1                 | 44.9           | 10.2                | 0.8               | 17.3  | Yes                                  | Yes                                    |
| Full-pay meals   | 124   | 99.2            | 16.2                 | 42.7           | 34.2                | 6.8               | 53.8  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 402 | 99.3  | 28.0 | 42.9 | 16.7 | 12.4 | 39.1 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 211 | 100.0 | 34.8 | 39.4 | 14.6 | 11.1 | 34.8 |     |     |
| Female   | 191 | 98.4  | 20.2 | 46.8 | 19.1 | 13.9 | 43.9 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 208 | 99.5  | 20.3 | 41.7 | 18.2 | 19.8 | 49.0 | Yes | Yes |
| African American   | 180 | 98.9  | 34.5 | 44.8 | 16.4 | 4.2  | 29.1 | Yes | Yes |
| Asian/Pacific Islander                                   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | 6   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | 8   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 356 | 99.7  | 24.1 | 44.3 | 18.4 | 13.3 | 42.5 |     |     |
| Disabled   | 46  | 95.7  | 61.5 | 30.8 | 2.6  | 5.1  | 10.3 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 402 | 99.3  | 28.0 | 42.9 | 16.7 | 12.4 | 39.1 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Non-Limited English Proficient                           | 402 | 99.3  | 28.0 | 42.9 | 16.7 | 12.4 | 39.1 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 276 | 99.3  | 35.0 | 45.3 | 13.4 | 6.3  | 29.1 | Yes | Yes |
| Full-pay meals   | 124 | 99.2  | 12.8 | 37.6 | 23.9 | 25.6 | 60.7 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |         | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |         |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | Grade 3 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 4 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 5 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 6 | 140   | 99.3            | 37.0                 | 44.4           | 18.5                | N/A               | 18.5                                 |
|                              | Grade 7 | 126   | 99.2            | 33.9                 | 52.1           | 13.2                | 0.8               | 14.0                                 |
|                              | Grade 8 | 119   | 99.2            | 35.8                 | 51.4           | 11.9                | 0.9               | 12.8                                 |
| <b>2004</b>                  | Grade 3 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 4 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 5 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 6 | 147   | 100.0           | 49.0                 | 35.9           | 14.5                | 0.7               | 15.2                                 |
|                              | Grade 7 | 139   | 100.0           | 26.3                 | 46.7           | 22.6                | 4.4               | 27.0                                 |
|                              | Grade 8 | 118   | 97.4            | 28.6                 | 58.0           | 11.6                | 1.8               | 13.4                                 |

|                    |         |     |       |      |      |      |      |      |
|--------------------|---------|-----|-------|------|------|------|------|------|
| <b>Mathematics</b> |         |     |       |      |      |      |      |      |
| <b>2003</b>        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|                    | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|                    | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|                    | Grade 6 | 140 | 99.3  | 37.0 | 25.9 | 14.8 | 22.2 | 37.0 |
|                    | Grade 7 | 126 | 100.0 | 21.5 | 54.5 | 16.5 | 7.4  | 24.0 |
|                    | Grade 8 | 119 | 99.2  | 20.2 | 64.2 | 13.8 | 1.8  | 15.6 |
| <b>2004</b>        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|                    | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|                    | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|                    | Grade 6 | 147 | 100.0 | 29.7 | 42.1 | 16.6 | 11.7 | 28.3 |
|                    | Grade 7 | 139 | 100.0 | 25.5 | 40.9 | 18.2 | 15.3 | 33.6 |
|                    | Grade 8 | 118 | 97.4  | 29.5 | 50.9 | 13.4 | 6.3  | 19.6 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

|   | Our School      | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-----------------|-----------------------|--|----------------------|
| Students (n= 405)   |                 |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)                  | 0.0%            | No change             | 12.2%                                  | 14.6%                |
| Retention rate  | 12.3%           | N/A                   | 4.1%                                   | 3.0%                 |
| Attendance rate   | 94.7%           | Up from 92.2%         | 95.5%                                  | 95.9%                |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 7.0%            |                       | 6.6%                                   | 5.7%                 |
| Students with disabilities other than speech taking PACT (Math) off grade level | 6.5%            |                       | 6.2%                                   | 5.3%                 |
| Eligible for gifted and talented  | 15.2%           | Up from 14.4%         | 11.7%                                  | 14.3%                |
| On academic plans   | N/AV            | N/AV                  | N/A                                    | N/AV                 |
| On academic probation   | N/AV            | N/AV                  | N/A                                    | N/AV                 |
| With disabilities other than speech   | 10.8%           | Down from 13.1%       | 14.1%                                  | 13.9%                |
| Older than usual for grade  | 11.1%           | Down from 35.8%       | 5.7%                                   | 4.2%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 1.2%            | Up from 0.3%          | 1.1%                                   | 0.9%                 |
| Annual dropout rate   | 1.2%            | Up from 0.4%          | 0.0%                                   | 0.0%                 |
| Teachers (n= 24)  |                 |                       |  |                      |
| Teachers with advanced degrees  | 54.2%           | Up from 52.4%         | 47.9%                                  | 48.7%                |
| Continuing contract teachers  | 79.2%           | Up from 66.7%         | 81.1%                                  | 81.7%                |
| Highly qualified teachers**   | 95.5%           | N/A                   | 88.9%                                  | 90.4%                |
| Teachers with emergency or provisional certificates                             | 8.7%            |                       | 4.9%                                   | 5.3%                 |
| Teachers returning from previous year   | 86.3%           | Down from 87.5%       | 83.4%                                  | 85.1%                |
| Teacher attendance rate   | 93.1%           | Down from 95.6%       | 95.0%                                  | 94.8%                |
| Average teacher salary  | \$36,843        | Down 0.4%             | \$39,103                               | \$40,566             |
| Prof. development days/teacher  | 7.2 days        | Down from 10.9 days   | 10.1 days                              | 11.0 days            |
| School  |                 |                       |  |                      |
| Principal's years at school   | 1.0             | Down from 13.0        | 4.0                                    | 3.3                  |
| Student-teacher ratio in core subjects  | 22.9 to 1       | Up from 22.4 to 1     | 21.4 to 1                              | 21.3 to 1            |
| Prime instructional time  | 87.1%           | Up from 86.5%         | 89.5%                                  | 89.3%                |
| Dollars spent per pupil*  | \$5,761         | Up 13.3%              | \$5,556                                | \$5,821              |
| Percent of expenditures for teacher salaries*                                   | 53.0%           | Down from 64.7%       | 63.1%                                  | 61.8%                |
| Opportunities in the arts   | Excellent       | No change             | Good                                   | Good                 |
| Parents attending conferences   | 98.8%           | Up from 70.4%         | 96.6%                                  | 95.0%                |
| SACS accreditation  | Yes             | No change             | Yes                                    | Yes                  |
| Character development program   | Good            | N/A                   | Good                                   | Good                 |
| * Prior year audited financial data are reported.                               |                 |                       |  |                      |
|   | Our District    |                       | State                                  |                      |
| Highly qualified teachers in low poverty schools**                              | N/A             |                       | 92.0%                                  |                      |
| Highly qualified teachers in high poverty schools**                             | N/A             |                       | 91.1%                                  |                      |
|   | State Objective |                       | Met State Objective                    |                      |
| Highly qualified teachers in this school**                                      | 65.0%           |                       | Yes                                    |                      |
| Student attendance in this school   | 95.3%           |                       | No                                     |                      |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year was interesting, informative, and productive. The number one goal was to continue to improve the overall academic level of each student as well as the school's climate and physical environment. The front entrance of the school was one of the first areas addressed in assisting our school's physical environment. The PTO helped to make this a reality. Our success can be attributed to team work and high expectations.

Writing across the curriculum was inclusive of academic and nonacademic classes. All students were exposed to a technology class. This was due to the installation of our new computer lab, of which we are extremely proud to have. We continue to place emphasis on reading. Reading Counts is still in place but now has some positive changes. Three LMS students qualified for SC Junior Scholars. Also, our Academic Challenge Team was crowned Division Two Champions of the Pee Dee Regional 2004 Middle School Tournament. We ended the first semester with an extremely successful schoolwide service learning project during the month of December 2003.

Our media center greatly expanded its circulation. This expansion was due to revenues generated through a Federal Grant awarded to our district entitled, "Improving Literacy Through School Libraries." The center is also receiving some renovations. The science lab, PMD classroom, and dressing/restrooms of the gym are also being renovated. Additional security systems have been put in place.

To assist with classroom instruction, students were administered the MAP test during the second semester. Administrators and teachers have received training to utilize the test data generated from this assessment. Training in differentiated instruction, district-wide, will follow.

We developed additional means of communicating with parents, expanded the fine arts course offerings, and initiated a parent resource center. A multi-purpose courtyard is near completion. An outdoor classroom will be one of its many uses.

There is still much work to be done and we are up for the challenge. We have made progress and will continue to move forward. We encourage the continued support from all stakeholders. It is with the cooperation and support of our parents, community, and business friends working hand-in-hand with our school system that true success becomes inevitable.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 24       | 96        | 48       |
| Percent satisfied with learning environment            | 95.8%    | 76.0%     | 87.2%    |
| Percent satisfied with social and physical environment | 95.8%    | 81.3%     | 81.3%    |
| Percent satisfied with home-school relations           | 70.8%    | 78.1%     | 68.8%    |

\*Only students at the highest middle school grade level at this school and their parents were included.